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ABSTRACT

A Peace Corps workshop for prospective language teachers is reported. The workshop's goals were to train a team of teacher candidates in effective language instruction methods, Peace Corps organization and operations, cross-cultural skills, and adult second language instruction techniques. Workshop content covered: discussion of the teacher selection criteria; expectations of the candidates; group norms; the Peace Corps training philosophy and goals; characteristics and role of a good instructor; assumptions about adult learning; the audio-lingual method and classroom techniques; community language learning; behavioral objectives; lesson plan format, development, and delivery; a grammar synopsis; roles of the cultural informant; classroom atmosphere; a learning styles inventory; cross-cultural presentation methods; a structural drill; language games; and development of visual and instructional aids. (MSE)

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PEACE CORPS BOTSWANA

LANGUAGE TEACHER TRAINING WORKSHOP REPORT

3 JUNE 1985 - 13 JUNE 1985

The ten-day workshop was held from 3 June 1985 through 13 June 1985, at the Institute of Development Management in Gaborone. Mzichoe Mogobe, Language Coordinator for PC/-Botswana; Matlho Mpulubisi, Assistant Language Coordinator for PC/Botswana; and Florina Pheko, Language Coordinator for PC/Lesotho, were co-facilitators of the workshop.

The planning period accomodated the following:

a) Identification of methods to be introduced to the candidates (other than the Audio-Lingual Method).

b) Drawing up the workshop schedule and blocking in all activities to be presented.

c) Collecting all necessary materials.

d) Planning of lessons and discussion of methods of presentation for each session.

e) Division of labor among the facilitators, i.e. who would handle what session.

f) Transport needs.

The following seventeen people attended the workshop:

1. Matthews A. Motshome
2. Tapologo Montshosi
3. Moremedi Kooneilwe
4. Julius S. Mogapi
5. Bernard Ditau
6. Kealeboga I. Khoomane
7. Tumediso Haube
8. Virginia Molosi
9. Phodiso Tube
0. Patricia McLeod
1. Tshegofatso Jobeta
2. Ontiretse Letshabo
3. Bernard Moalosi
4. Sonny Mooketsi
15. Gonaya Phirinyane
16. Barbara Ramolefhe
17. Kathy Gouwe

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Major workshop goals:

1. To train a team of prospective candidates, from which language instructors would be selected.
2. To expand the number of willing, able Language Instructors, from which Peace Corps would draw.
3. To equip participants with methods and techniques for teaching Peace Corps Volunteers Setswana effectively.
4. To provide prospective instructors with an insight into the Peace Corps organizaton, its goals and role in the development of Botswana, before they join Peace Corps training staff.
5. To equip participants with cross-cultural filtration skills and presentation methods.
6. To equip participants with principles and techniques involved in teaching adults a second (foreign) language.

WORKSHOP CONTENT

1. Discussion of the Selection Criteria.
2. Expectations of the Candidates.
3. Group Norms.
4. Peace Corps Training Philosophy and Goals.
5. Characteristics of a good Instructor and the Role of a Language Instructor.
6. Assumptions About Adult Learning.
7. Audio-Lingual Method & Pronunciation, Repetition and Substitution.
8. Community Language Learning.
9. Behavioral Objectives.
10. Lesson Plan Format, Development & Delivery.
11. Grammar Synopsis.
12. Roles of a Cultural Informant.
13. Classroom Atmosphere.
14. Learning Styles Inventory.
15. Cross-Cultural Presentation Methods.
16. Structural Drill.
17. Language Games.
18. Development of Visual/Teaching Aids.

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DAILY ACTIVITIES

3 JUNE 1985:

The Language Coordinator, PC/Botswana, presided over the workshop with a short speech welcoming the participants. Both the participants and trainers introduced themselves. These introductions were taken a step further through an ice-breaker in which each person had to introduce another to the whole group.

Following the introductions were discussions of the Selection Criteria, participants' expectations; facilitated by Matlho. The Deputy Training Director led a session on developing group norms. The group examined the norms and agreed that they should be followed throughout the workshop; but should be modified if need arose.

Training philosophy and goals were introduced by Florina. After discussing these with the participants, the facilitator led the group into relating the Peace Corps goals to development work in Botswana.

Moving into teacher training themes, Matlho led a session on characteristics of a good teacher and roles of a language instructor. The facilitator first solicited ideas from participants and then shared those written by the trainers.

The afternoon was spent on the introduction of the Audio-Lingual Method, facilitated by Florina. The facilitator explained all the components of the method and gave a demonstration lesson. During the demonstration, the group was divided into four sub-groups:

i) students used in the demonstration class,
ii) observers - observing the teacher,
iii) observers - observing the students, and
iv) observers - observing both the teacher and students.

At the end of the lesson, each group gave its observations and comments; and the trainer reviewed the steps followed in the presentation.

The last session of the day was a demonstration and explanation of the sequence of Repetition Drills in presenting vocabulary and dialogues. This was led by Matlho.

4 JUNE 1985:

The day started with a question-and-answer session, reflecting on the events of the previous day. Then activities progressed as follows:

QUESTION AND ANSWER DRILLS (by Matlho)

* How to introduce them and what steps are followed.

* Participants observed the presentation and were asked to identify all the steps the facilitator followed in the demonstration lesson. The facilitator then posted a chart bearing all the steps one should follow when introducing a dialogue using this drill.

* Participants then practiced the drill, taking turns to present in front of the whole group.

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BEHAVIORAL OBJECTIVES (by Florina)

* Definition of a behavioral objective.

* Characteristics of a behavioral objective.

* How to write behavioral objectives.

The facilitator elicited ideas from the participants before giving the information. The learners were then divided into three groups. Each group identified a topic and wrote three behavioral objectives related to the topic chosen.

LESSON PLAN FORMAT (by Mzichoe/Matlho)

* Importance of a lesson plan.

* What should be included in a lesson plan.

* In what sequence its components should be.

* How to develop one.

The facilitators went through the lesson plan format, step by step, getting input from the participants for each step identified. Then each person identified a topic and wrote a lesson plan following the format introduced earlier.

ASSIGNMENTS

Participants planned lessons they would present the following day. Individuals had incorporated as many techniques as they had learnt to date. Facilitators served as resources.

5 JUNE 1985:

This was a practice teaching day.

Participants delivered lessons they had planned the previous day.

Activities observed were:

i) Vocabulary Presentation
ii) Dialogue Presentation
iii) Use of Repetition Drills
iv) Question and Answer Drills

Most people were on the right track, omitting only a few steps. A lot of participants were nervous: "first day of teaching!"

Reflecting on the day, the participants observed that, despite their nervousness, it was a good day, productive because they had experienced an actual classroom situation teaching adults. They also said they learnt a lot by observing each other, as well as receiving feedback from both the trainers and other participants.

6 JUNE 1985:

The activities of the day were:

6/.....

SINGLE SLOT SUBSTITUTION DRILL (by Matlho)

The trainer held a demonstration class of five members. Everybody else observed the lesson. At the end of the lesson, participants were asked to critique the lesson giving all the steps followed. The facilitator then gave the steps, and asked each participant to come forward and practice the drill.

GRAMMAR SYNOPSIS: (by Mzichoe)

* Structure of a Setswana sentence.

* Participants listed all the parts of speech used in sentence construction.

* The facilitator gave explanations of these parts of speech and asked the learners to give examples of each.

* Participants took grammar notes provided by the facilitator. A few participants were quite resourceful in the grammar of Setswana.

THE ROLES OF A CULTURAL INFORMANT (by Florina)

* Participants were asked to define culture.

* Then the facilitator gave the definition, from which the participants did not deviate much.

The participants were then given a task to identify different sectors in which PCV's would be involved; and list all the most important aspects of the Setswana culture new volunteers would need to know in order to make an easier transition. People who chose similar sectors were grouped together, they generated one list to present to the whole group. The next task was, for each group, to research on two of the topics listed, prepare a presentation for the following week.

CORRECTION TECHNIQUES (by Mzichoe)

* Use of other students.

* Use of a pronunciation drill - Backward Build-up Drill.

With a class of five, the facilitator demonstrated the technique by introducing a long sentence with difficult words. Some students had problems saying the whole sentence; the facilitator broke the sentence into meaningful phrases and employed the correction techniques. The observers then listed all the measures taken to correct the students' pronunciation. The facilitator provided the correct procedure.

ASSIGNMENT (by Matlho/Florina/Mzichoe)

Participants were given a task to prepare a lesson they would present the following day. Their lessons were to include the methods and techniques acquired earlier, with the substitution drill included. Participants were given another chance to practice the drill, in small groups, and the facilitators rotated among the groups to assist where necessary.

7 JUNE 1985:

PRACTICE TEACHING DAY

The facilitators spent a few minutes answering questions on presentation methods and reviewing individual evaluation sheets from the previous presentations. Each facilitator took a group previously evaluated by:

PRACTICE TEACHING _ ACTIVITIES OBSERVED

* Vocabulary Presentation
* Dialogue Presentation
* Question and Answer Drill
* Substitution Drill

At the end of the day, the group reflected on the work done throughout the week.

8 JUNE 1985:

Sessions planned for this day were cancelled, because the room Peace Corps was renting was not available, it was occupied by other people. Participants reviewed their tasks for the following, i.e. Cross-Cultural Researches. Everyone was dismissed.

The trainers held a meeting at the PC Training Office to review the workshop schedule. They reached a decision that the remaining time should be spent on the most important topics. Therefore, the sessions cancelled earlier, i.e. Learning Styles Inventory and Transformation Drills, would be covered during the T.O.T., since there would no longer be a time slot for them.

10 JUNE 1985:

GRAMMAR SYNOPSIS (by Mzichoe)

* Noun class, prefixes & markers (concords)
* Adjectives
* Possessives
* Demonstratives

The facilitator wrote all the numbers of Setswana noun classes, and elicited the prefixes from the participants; only helped where participants had problems. Participants were also asked to fill in the markers for each class slot.

GRAMMAR EXERCISES

Participants were given a sentence to analyze according to different parts of speech learnt during the workshop. They were also asked to do the following translations:

i) From Setswana into English
ii) From English into Setswana

The facilitator provided sentences for both translation exercises.

CROSS-CULTURAL INFORMATION SHARING (by Mzichoe)

* ENTERING A FOREIGN CULTURE.
"A MOTSWANA GOING TO U.S.A. FOR THE FIRST TIME."

* Participants were asked to think of the things they would want to know when they first get to the U.S.

* In groups they compared their notes and prioritised their needs. The lists were presented to the whole group, each group explaining why the items on the list were in the order they were written.

CROSS-CULTURAL PRESENTATION METHODS (by Florina

* Participants presented the cultural topics they had prepared the previous week. The topics discussed were:

i) Traditional marriage
ii) Politics
iii) Appropriate dress
iv) Food
v) Traditional beliefs

The presentations were followed by brain-storming of methods participants thought could be used to teach the topics they had discussed. Then the facilitator shared with them other presentation methods, and demonstrated the use of one, i.e. role play.

* The facilitators acted out the issue of sex roles (who dates? A man or a woman?).

N.B. In the role play an American woman asks a Motswana man to go out to dinner with her.

The participants were asked to interprete the role play and comment. They observed that:

* People need to know each other's cultures. In Botswana women do not date men, men date women, and men bear the expenses. In America it does not matter who dates, and unless specified, everyone pays his/her bill.

* In the role play, the Motswana man refuses to pay because he was invited out. One should always ask, not make assumptions about anything, especially when dealing with a person from a different culture.

MULTIPLE SLOT SUBSTITUTION DRILL (by Mzichoe)

The facilitator presented the vocabulary he was going to use in the drill. Then demonstrated the drill while the participants observed.

The participants listed the steps he had followed. Participants were then given the steps by the facilitator himself, to make sure everybody was clear.

The group was divided into three smaller groups to practice the drill.

PREP SESSION

Participants were given time to prepare lessons for the following morning.

WORKSHOP EVALUATIONS (MID-TERM) (by Florina)

Each participant was given an evaluation form to fill out, and give back to the facilitator.

11 JUNE 1985

REVIEW OF SELECTION CRITERIA (by Florina)

The group discussed the criteria and still agreed that these were quite fair, and measurable.

PRACTICE TEACHING

Activities observed were:

i) Vocabulary presentation
ii) Dialogue presentation
iii) Substitution drills (single slot and multiple slot)
iv) Question and answer drill
v) Visual aids

THE SILENT WAY (by Florina)

* The facilitator taught a class of three, using the method; introducing numbers (one up to five).
* The rest of the group observed and gave feedback at the end of the lesson.
* The facilitator explained the value of this method. Then closed the session with questions and answers.

THE USE OF VISUAL AIDS (by Florina)

Each participant was given a picture to examine within two minutes, and then asked to describe the picture. There were two possible descriptions; each person saw only one structure on the picture. The facilitator gave description tracing the outlines of the structures shown on the picture. The rationale for this was to show participants how confusing, complex pictures can be. This issue had been discussed throughout the workshop, and several people still confused their class with the aids they used, yet did realize why they were confusing. The exercise was quite experiential for them.

12 JUNE 1985

THE USE OF VISUAL AIDS (by Florina)

The facilitator demonstrated good use of visual aids, - presented a dialogue using appropriate visual aids (going to the market to buy fruits and vegetables).

Participants then prepared short lessons and made visual aids to illustrate their presentations. The facilitator consulted with

the participants to help them out.

LANGUAGE GAMES (by Florina)

The facilitator led a discussion on the importance of language games, taught a game and played it with one group. The participants took turns in teaching the group games. Six games in all, were presented.

COMMUNITY LANGUAGE LEARNING (by Mzichoe)

An overview of the method was given. The facilitator took five participants to teach using the method, while the rest of the group observed.

Following the lesson was a discussion and feedback session. Every participant observed that, to be able to use this method, one needs to be very competent in the grammatic structure of the language he/she is teaching.

At the end of the day, participants were given time to prepare their lesson for the final practice teaching, the following morning. The facilitators rotated among the participants to answer their questions and give assistance where necessary.

THE MOST SUCCESSFUL ASPECTS

1. CO-FACILITATION

The three trainers made a very solid team. They worked well, together, were supportive of each other and there was a great exchange of teaching skills among them. There was never a day when the team went different directions, thus the three were able to maintain a good working atmosphere.

2. THE LEVEL OF PARTICIPATION OF THE CANDIDATES

Most participants readily volunteered to give presentations in front of the whole group. They always wanted to practise a newly introduced skill. Towards the end of the workshop almost everyone showed maximum participation in all sessions.

3. COOPERATION AND OPENNESS OF PARTICIPANTS

Although some people were shy in the beginning, as time went on, participants voiced their opinion, shared information, corrected and helped each other do better. This was an easy group to work with.

4. ATTENDANCE AND PUNCTUALITY

Neither the participants nor trainers were absent on any one day during the workshop. Every person tried their level best to be on time, especially people who live away from town.

5. CURRICULUM COVERAGE

Although there were some schedule changes, most planned sessions were presented.

6. PRACTICE TEACHING SESSIONS

It was nice to see people try to do better in each of the opprtunities given for practice teaching. The feedback sessions helped candidates identify ways to improve their presentation skills. This also enabled the trainers to find out how much they were getting accomplished.

THE LEAST SUCCESSFUL ASPECTS

1. LOSING A MEETING ROOM ON 8 JUNE

Sessions which were scheduled on this day were cancelled:

i) Meeting of Participants Expectations
* "Yes the worksnop met participants expectations.
* Being taught how to teach adults.
* To a large extent, can now communicate with different people and speak louder than usual.
* Every participant was active, creative and helpful to others, training staff was very efficient.
* Has done more than expected.
* Yes, acquired skills needed for teaching a second language effectively.

ii) Areas of Improvement
* Blackboard organisation.
* Correct direction of eye contact.
* Strengthen voice.
* Time management in lesson presentation.
* Satisfied with everything.
* Writing objectives clearly, punctuation marks, handwriting.

iii) Additional Needs of the Participants
* Use of visual aids.
* Being made to talk regularly, to the whole group.
* Smokers to smoke as little as possible during sessions.
* People to work hand in hand, to help each other to the last point.
* What has been done so far is sufficient.
* Need to be selected as a language instructor.
* Standarized pronunciation of Setswana words."

iv) Meeting of the Workshop Expectations
* "O.K. learned how to discipline students.
* Sometimes fail to do what has been taught due to nervousness.
* Fairly well, though always preoccupied with the issue of selection, which brings nervousness.
* Grasping what is being taught.
* Not bad, sometimes, come a little late, but never missed ten minutes of the first period.

v) Facilitators Presentation Styles
* Quite good, easy to follow.
* Best ever met, able to keep learners lively throughout the sessions.
* Good, each capable of his/her work.
* Grammar presented far better than in secondary schools.
* Educative, consistent.
* Showed concern for learners improvement in their performance.

vi) General Comments

*"The workshop was a challenge."

* Would like to thank trainers for the quality of knowledge they gave participants.

* Trainers should not be hindered by irrelevant arguments.

* Trainers have the patience to teach, zealous at their work, even when they have to repeat things a number of times.

* Homework should be given a full day in advance.

* Pleased to meet other people and talk to them, the workshop has been interesting.

* Enjoyed the workshop, gained confidence to stand in front of a group of many people, no longer timid.

2. SMOKING

Although there was a compromise reached, that, smokers sit on one side of the classroom, and open windows, some candidates were affected by the smoke fumes. However, this was discussed among the group, and it was found that some individuals could be non-participatory if they did not smoke, or they would have to go in and out of the room, which thing would be disruptive during sessions.

SUMMARY OF PARTICIPANTS FINAL WORKSHOP EVALUATIONS

i) Teaching Skills Learned

* Proper lesson planning.
* Audio-lingual method.
* Community language learning.
* The silent way method.
* Correction techniques, repetition drills.
* Question and answer skills, substitution drills, (single and multiple slot).
* Cross-cultural presentation methods.

ii) Use of the Skills Learned

*"Following all steps/rules introduced by the trainers one is able to present vocabulary, dialogue, increase learner's vocabulary and correct pronunciation mistakes.

RECOMMENDATIONS FOR FUTURE WORKSHOPS

1. Continue to engage more than one facilitator to run the workshop.

2. If possible try to keep teachers who have worked with Peace Corps. In recruiting new ones it would be helpful to get people who have a teaching background, or are currently involved in an educational field.

3. Continue to compensate the workshop participants.

4. It would be helpful to familiarize participants with the language manual used during PSTs.

5. Keep the duration of the workshop at ten days, and allow sometime after the workshop, for facilitators to write the report.

6. A typist should be available to type the session notes, as facilitators produce them.

7. This type of workshop should be held twice a year.

May I now take this moment to thank Peace Corps/Botswana, for inviting me to do this job. I hope to see your Language Coordinator join us in conducting workshops of this nature here in Lesotho. Peace Corps/Botswana is really fortunate to have a man of Mzichoe Mogobe's calibre. Thanks again for confiding in me, I was glad I could do something for you, make myself helpful. Please do not hesitate to contact me should you have any questions or need assistance, I will be happy to help as much as I can.

Thanks.

Florina Pheko
LANGUAGE CONSULTANT, PEACE CORPS/LESOTHO

APPENDIX I

TEACHER TRAINING WORKSHOP

GOALS:

1. To train a team of candidates, from which the Language Staff will be selected.
2. To expand the numbers of willing, able Language Instructors from which Peace Corps will draw.
3. To equip the participants with methods and techniques for teaching Peace Corps Trainees Setswana and Setswana Culture effectively.
4. To provide prospective instructors with an insight into the Peace Corps organization, its goals and its role in development work in Botswana, before they join the Peace Corps Training Staff.
5. To equip participants with principles and techniques involved in teaching adults a second/foreign langugage.
6. To make the participants aware of the traits and characteristics of PCVs, that might influence teacher/-trainee relationships.

WORKSHOP CONTENT

1. Discussion of the selection criteria.
2. Expectation of the candidates.
3. Group norms.
4. Peace Corps training philosophy and goals.
5. Characteristics of a good instructor and role of a language instructor.
6. Assumptions about adult learning.
7. Audio-Lingual method (pronunciation, repetition and substitution).
8. Community language learning.
9. Behavioral objectives.
10. Lesson plan format, development and delivery.
11. Grammar synopsis.
12. Roles of a cultural informant.
13. Classroom atmosphere.
14. Learning styles inventory.
15. Cross-cultural presentation methods.
16. Structural drills.
17. Language games.
18. Development of visual and teaching aids.

INTRODUCTIONS

SESSION GOALS:

- To welcome participants to the Language Workshop.
- To introduce the Trainers and Participants to each other.
- To further establish comradery among participants beyond acquaintance.

RATIONALE:

This session is done to ascertain that participants know each other well and to create a warm atmosphere for working together during the Workshop towards the same goals.

PROCEDURE/ACTIVITIES:

- Trainer introduces the goals and rationale for the session.
- Trainers introduce themselves and participants are asked to introduce themselves around the circle; giving their names, home villages, and anything interesting about themselves.
- Trainer asks participants to pair up with anyone they don't know well and spend about 2 minutes telling about themselves.
- Trainer asks a pair to pair up with another pair and have a member of a pair introduce their pair and say a few things about their pair.
- A group of 4 chooses another group and one member in a group introduces and says something about each member of their group.
- A group of 8 chooses one person to introduce their group members to the whole group back in a big circle.

MATERIALS:

Room set up for 20 participants in a 'horse-shoe'
Folders X 20
Exercise Books X 20
Pens X 20
1 Match Box

TRAINER'S NOTES:

Instructions to be clear and repeated each time.

Time should be kept for each activity.

* Reporters should be different every time a pair/group joins with another one.

HANDOUT/S:

None.

SELECTION CRITERIA

GOALS:
- To make participants aware of the criteria for selection during and by the end of Language Staff Training.
- To explain the roles of Language Instructor/-Cultural Informant.

RATIONALE: To clarify that all participants have equal chances for appointment to the available position. To further point out that if someone has taught before it does not necessarily warrant them a job for Pre-Service Training.

PROCEDURE/ ACTIVITIES:
- Trainer introduces the goals and rationale for the session.
- Trainer outlines the criteria for final presentations.
- Trainer solicits questions for clarity.
- Trainer outlines en-route areas to be evaluated.

HAND-OUT/S: A typed copy of En-route and Final Criteria for participant's selection.

SELECTION CRITERIA

Each participant will do the following activities for the final presentations:

*Deliver 10 minute lesson employing at least 2 Audio-Lingual Techniques.

*Use Correction Techniques where necessary.

*Use Teaching Aids/Demonstrations when delivering their lesson to avoid the use of class members' first language.

Enroute the workshop, the participants will be evaluated on the following:

*How well they work in groups.

*Participation & Volunteering during sessions.

*How they give & receive feedback.

Other areas of importance:
- Bold & clear voice
- Enunciation
- Classrom management
- How well does one meet their objectives
- Diction

TITLE: EXPECTATIONS OF LANGUAGE INSTRUCTORS

GOALS: To identify and publicize participant(s) expectations about staff training. . . to share and validate them with the whole group.

To match clarified expectations with objectives, goals and schedule of staff training.

To establish that staff training is active and a participatory process, involving individual and and shared work and responsibility.

ACTIVITIES/ PROCEDURES:

A. Facilitator introduces goals and rationale for session.
B. Facilitator asks participants to individually write down: What I would like to learn/ review/have happen/expect out of staff training. Spend 10-15 minutes doing this individually.
C. When participants have finished, ask them to prioritize their expectations whilst facilitator puts them up on pieces of newsprint on the board. Then ask participants to individually select their three most important expectations, move to newsprint on the board and write their expectations. Spend 10-15 min.

NOTES: Suggest to participants that they need not repeat what they already see written, instead they can make an asterisk (*) next to it and write their next most important three.

Ask participants to review expectations on suggestions/-recommendations.

Facilitator(s) should run through the day's session at the end of each day to check if any of the participant's expectations not included in the Master Schedule have been/have not been covered. Same should be done at the end of the workshop to evaluate participants new learnings.

PEACE CORPS TRAINING PHILOSOPHY

SESSION GOALS:

1. To introduce the participants to the Peace Corps Training Philosophy.
2. To discuss the major goals of the Peace Corps and let participants relate these goals to development work in Botswana.

PROCEDURE:

1. The facilitator states the philosophy (what training is, what components are included, stages, delivery methods, staffing).

   - Allows the participants some time to ask questions.

2. The facilitator explains the following Peace Corps goals:

   a) To provide trainees with basic language, technical and cross-cultural skills that allow them to serve effectively, work productively and positively with the Host Country people.
   b) To model an approach to development by providing training that encourages critical thinking, creative problem solving, information gathering and filtering, flexibility, patience and self-sufficiency.
   c) To enchance the volunteers' understanding of how to develop counterpart relationships.
   d) To increase volunteers' knowledge and understanding of the Peace Corps mission, general Peace Corps and Country Specific policies.

3. The facilitator solicits participants thoughts on the goals discussed in "2".
   - Thoughts are to be written on newsprint.

ASSUMPTIONS ABOUT ADULT LEARNING

SESSION GOALS:
- To help participants identify and examine their assumptions about the adult learning process.
- To identify and discuss implications of these assumptions for the Language Instructor's Workshop and Peace Corps Training.

PROCEDURE/ ACTIVITIES:
- Trainer introduces goals of session. Ask participants to help develop rationales as trainers: Why Would WE Want to Examine Our Own Notions About How Adults Learn?
- Trainer asks participants to individually respond to the questions: "Adults learn best by/when. . ."
- Trainer asks participants to prioritize their written responses accordingly.
- Divide participants into two groups to share their assumptions: Trainer prepares newsprints and gives them to groups to list each participant's most important assumptions.

  *Remind groups several times that it is not necessary for everyone to agree on an assumption for it to be recorded. The list is just to reflect each participant's important assumptions.
- After each group has written its statements (20-30 minutes) the trainer will mark an assumption scale under each statement, as below:

  1 2 3 4 5

  1 = Strongly Disagree
  3 = Neutral
  5 = Strongly Agree

- Post scaled lists. Ask participants to come up and rate on the scale to what extent they agree/disagree with each assumption statement.
- In large group, the trainer reviews assumptions as marked and facilitates discussion on commonalities/disagreements.
- Trainer then shares the list of assumptions/-principles about adult learning which is a basis for the workshop design.
  *List should be on newsprint.

WRAP UP:
- Look at participants' assumptions about How Adults Learn and identify implications for designing and implementing Pre-Service Training.

MATERIALS:
Newsprint: Principles of Adult Learning; Newsprint number ' according to the number of group members.
Handouts: comparison of Andragogy/Pedagogy.

PRINCIPLES/ASSUMPTIONS ABOUT THE ADULT LEARNING PROCESS

Active & Participatory.	v/s	Passive.
Inter or Independent Learning	v/s	Dependent on Trainer
Sharing Responsibility (Participants & Trainer)	v/s	Trainer's Responsibility to make learning "happe
Shared Access to Power and Knowledge	v/s	Trainer has it.
Learning How to Learn	v/s	Learning Facts/Contents
Emphasizes Problem Identification and Solution, generating for use in the here and now.	v/s	Knowledge Acquisition for some possible future us
Information Seeking	v/s	Information Transmission (Trainer has info to gi
Builds on Experience & Knowledge Learner brings.	v/s	Treats Learner like a 'Blank Page' to fill up.
All participants & Trainers are Resources to Group.	v/s	Trainer is Expert Resource

Briefly, assumptions about Adult Learning on which the design & methods of Language Workshop are based are:

Active	v/s	Passive
Interdependent or Independent	v/s	Dependent on Trainer
Group shares responsibility for "Learning Happening"	v/s	Trainer has "IT" (Knowledg and Power)
Group shares knowledge (and Power) - no Experts	v/s	Trainer's responsibility to Make It Happen
Learning how to learn	v/s	Learning Facts/Content only
Info-Seeking/Sharing	v/s	Info Transmission or Transfer

Trainers Notes/Handout.
Xerox - Two Approaches to Education

AUDIO-LINGUAL METHOD

SESSION GOALS:

1. To introduce the participants to the Audio-Lingual Method of teaching languages.
2. To explain the different components of the A.L.M.
3. To give a short demonstration using the A.L.M.

PROCEDURE:

1. The facilitator explains the A.L.M. (Only target language is used primarily.)
   - Emphasis on listening/hearing/speaking and retain what has been learned.
2. The facilitator discusses the components of A.L.M.:
   - Vocabulary Presentation
   - Dialogue Presentation
   - Repetition Drills and Pronunciation Drills
   - Inductive Grammar
   - Activities (to help memorization)
   - Dramatization
3. The facilitator reviews the lesson by asking questions on the Audio-Lingual Method.
4. The facilitator demonstrates:
   - Vocabulary presentation
   - Participants are divided into three groups -

     Students
     Observers — Observing Students
     Observing the Teacher

     Participants divided themselves into the groups mentioned above (on voluntary basis)

   - The demonstration takes five minutes.
5. Observers and students respectively give the facilitator feedback.
6. The facilitator explains the steps followed in V.P. (written on newsprint).
7. Closure: Questions and Answers.

TECHNIQUE: REPETITION DRILL (Time recommended: 1 hr.)

DESCRIPTION: This drill is used to practice words/phrases or sentences for pronunciation and intonation.

FORMAT: Instructor presents word/phrase or model sentence.

PROCEDURE:
1. Choral repetition (Instructor to Students)
2. Individual repetition (Instructor to each student)
3. Individual response (Individual students - unguided)
4. Choral response (All students - unguided)
5. Instructor writes word/phrase or model sentence on newsprint/board.

NOTES: *Instructor's gestures for each step should be clear and distinct. If instructor extends two hands for choral response and repetition, different gestures should be used for individual repetition and response.

*Instructor should pronounce words clearly, stressing the stressed syllables in the language to assist the students to hear well and be able to read his/her lips for imitation.

TECHNIQUE: QUESTION & ANSWER DRILL (Time recommended: 2 hrs.)

DESCRIPTION: This drill is used for students to practice question and answer formatives or dialogues.

FORMAT: Instructor presents model dialogue.

PROCEDURE:

1. Instructor demonstrates dialogue as he presents question and answer.
2. Instructor present ANSWER first.
   Choral Repetition
   Individual Repetition — Follow repetition Drill Steps 1, 2,& 3
   Individual Response
   Instructor asks question as students respond individually.
   Pause (about 3 or 4 seconds).
3. Instructor presents QUESTION next.
   Choral repetition
   Individual repetition — Follow repetition Drill steps 1, 2, & 3
   Individual response
   Instructor responds to question as students ask it individually.
4. Instructor indicates to individual students to ask and answer questions (Student 1 to Student 2)(Student 2 to Student 1)(etc.)
5. Instructor writes question and answer on newsprint/board.

NOTES:

*Instructor's gestures should be clear, timely and distinct. Gestures for repetition should be different from the ones used for responses.

*Instructor should not write the taught answer when he/she pauses because the practice is not over yet. N/B - Only write after Student 1 to Student 2 question and answer step.

BEHAVIORAL OBJECTIVES

SESSION GOALS:

1. To make participants aware of what behavioral objectives are and why we need them.
2. To develop the participants' skills to write behavioral objectives.

PROCEDURE:

1. The facilitator introduces the session topic. Then asks participants to define a behavioral objective. One of the participants records the information on a flip chart. (5 minutes)
2. The facilitator gives an expalantion of behavioral objectives.
   - They are those objectives stating the aim of the lesson/training in terms of what the trainees should be able to do at the end of the lesson/-training. They are action oriented (i.e. trainee's action not trainer's action, and they can be measured). (5 minutes)
3. The facilitator gives two examples of objectives, one non-behavioral and the other behavioral, and asks the participants to tell which of the two is behavioral. Then participants analyse the two to determine their difference.
   NON-BEHAVIORAL OBJECTIVE - Trainees will be given an opportunity to have actual practice in doing field work related to theories taught in class.
   BEHAVIORAL OBJECTIVE - At the end of training trainees will be able to build mud stoves and teach a community how to build this kind of stove.
4. The facilitator discusses characteristics of BEHAVIORAL OBJECTIVES and how they should be written.

CHARACTERISTICS OF BEHAVIORAL OBJECTIVES

A. They focus on training goals.

B. Must have an action verb.

C. They are trainee-oriented.

D. They must state a time frame.

HOW TO WRITE A BEHAVIORAL OBJECTIVE

A statement is a behavioral objective if it meets the following conditions:

A. It must state precicely what behavior is desired as the outcome of training. It must specify what the trainee will be able to do at the end of training.

B. A behavioral objective must state the desired outcome of training in terms of observable, measureable actions. N.B. Only actions can be observed and measured, and

only by measuring actions can a trainer determine whether or not the instructions were successful.

ACTION VERBS	VAGUE VERBS
Do	Know
Tell	Understand
Write	Comprehend
Describe	Have
List	Be aware
Demonstrate	Feel
Conduct	Believe
Organize	
Explain	

FORMAT OF WRITING BEHAVIORAL OBJECTIVES

* Trainees will be able to _____.
* When presented with _____, the trainees will _____.
* At the end of training the trainees will _____.

5. Facilitator divides the participants into three groups.
   - Each group writes three behavioral objectives (on a flip chart).
   - The facilitator checks on each group's work.
6. The three groups post their flip charts for review in a large group.

TECHNIQUE: SUBSTITUTION DRILL (Time recommended)

DESCRIPTION: This drill is used to practice a sentence pattern by changing one word in a sentence. The same kind of word is changed each time while the basic sentence pattern is repeated.

FORMAT: Instructor says model sentence and repeats word to be substituted before saying new word and new sentence.

PROCEDURE:

1. Instructor presents words to be substituted using repetition drill.
2. Instructor writes drilled words on newsprint.
3. Instructor presents model sentence.
4. Instructor indicates slot to be substituted.
5. Instructor says first word drilled.
6. Instructor says new sentence with first word drilled.
7. Instructor drills model sentence using repetition drill.
8. Instructor guides Student 1 with first word only and Student 1 completes sentence using new word.
9. All students individually say the rest of the drilled vocabulary to complete the same sentence unguided by the instructor.
10. Choral response, after the last student uses the first vocabulary.
11. Follow steps 8, 9, and 10 with all words to be substituted.
12. End up guiding last student with original word in model sentence and follow steps 8, 9 and 10.
13. Instructor writes model sentence on newsprint.

MULTIPLE SLOT SUBSTITUTION DRILL

DESCRIPTION:

This drill is used to practice a sentence pattern by substituting words in alternate slots keeping the syntax unchanged.

FORMAT:

Trainer says model sentence and repeats words in slots to be substituted before introducing new words and filling them in their appropriate slots before practice.

PROCEDURE/ACTIVITIES:

- Trainer presents words to be substituted in different slots using repetition drill.
- Trainer presents model sentence, demonstrating meaning.
- Trainer indicates slots to be substituted.
- Trainer says words to be substituted under their slots alternatively.

(_____)_____(_____) Model Sentence

(_____) 1st New Word

_____(_____) Model Sentence w/ New Word

Model Sentence (_____)_____

2nd New Word (_____)

Model Sent. w/ 2nd New Word (_____)_____

- After substitution slots demonstrations, the trainer presents model sentence substituting Slot 1 and then Slot 2.
- Trainer then only says next new word from different slots.
- To finish the drill guide participants with first word.

LESSON PLAN FORMAT

GOALS: - Train participants to develop a Lesson Plan Format.
- To expose them to the order in which a format should appear.

LESSON PLAN FORMAT

Arrangement, Procedure & Style

FORMAT: Participants should be/will be taught what a LESSON PLAN FORMAT is in order to follow a lesson plan.

DATE:	When is the lesson going to be delivered?
TIME:	Estimated time for the (whole) planned lesson.
BEHAVIORAL OBJECTIVE:	State what you want the class to be able to do by the end of the lesson.
CLASS SIZE:	The class size should determine how much material should be taught per estimated time.
MATERIAL NEEDED:	Good things to note: What you and the students will need to keep the lesson going, or any materials the teacher needs to make the lesson much easier.
PROCEDURE: (Steps)	List all the steps the teacher and students will have to go through to accomplish the objective. Steps of statement in their sequence dialogues.
VERIFICATION/ EVALUATION:	This is where the teacher checks if the objective has been met. Doing some exercises: Teacher & Students, or Students only.
COMMENTS:	Noting down personal evaluation. Was the class responsive? Was the class bored? What other problems were there? How would the teacher improve the class next time and on what basis?
REFERENCE:	Refer to which books/film/page/chapter.

LESSON PLAN DEVELOPMENT/ASSIGNMENT

SESSION GOALS

- To design a lesson plan following the format discussed in the previous session.
- To discuss the outline of activities/contents as included in the format.
- To give participants a chance to practice developing lesson plans.

PROCEDURE/ACTIVITIES

- Trainer introduces goals of session.
- Asks participants help develop rationale;what is the purpose of a lesson plan? Why do teachers need lesson plans? Who are the lesson plans aimed at? (teachers or students).
- Choose a topic and go step by step asking participants what to write at each step bearing in mind the size of class and time permitable.
- Ask participants questions related to the developed lesson plan.
- Give participants an assignment to go and design one lesson plan each about a topic of their choice to deliver the next day.

TITLE: Grammar synopsis (time recommended 2 hours)

GOALS: To expose participants to Setswana sentence syntax.

To discuss the Setswana noun classification system and its influence of concords within the Setswana sentence.

To provide a basis for analyzing the structure and function of language elements for foreign learners.

ACTIVITIES/PROCEDURES:

A. Facilitator introduces goals and rationale for session.

B. Facilitator presents sentence structure (subject + predicate + complement).

Asks participants to brainstorm language elements and write them under their appropriate slots in the sentence structure.

C. Draw and discuss noun class prefixes, noting different dialects and foreign influences.

D. Deal with subject and object concords ... Note the position of object concords in Setswana sentences versus English sentences.

E. Discuss the long and short forms of Setswana verbs.

F. Discuss positive and negative statements for present, past perfect, remote past, past continuous, future, habitual, potential and copulative constructions tenses.

G. Discuss differences between adjective constructions and relative constructions in Setswana versus the English adjectives.

H. Discuss the verb conjugation ... the verb core and its affixes.

I. Discuss stative and non-stative tenses (anchoative verbs and hortative formatives).

J. Analyze a sentence grammatically:
Setswana example:

Ba a di ithekela

Ba	=	third person plural (subject concord)
a	=	long-form Setswana sentence (present tense marker)
di	=	classes 8, 10, 12 (object concord)
-thek }	=	central indicator of verb inflection
-rek }	=	verb core
el	=	action done for, on behalf of, to the detriment of or with respect to something or (applicative form of verb).

a = the durative immutable penultimate vowel often unaffected by inflexion or verb stem.

English example:

They are buying them for themselves

They = the addressed or referred to (subject pronoun plural)
are = from primitive verb "art" being (present indicative plural)
buy = obtain in exchange of .... (verb transitive)
-ing = suffix forming present participle of verbs)
them = the addressed or referred to (object pronoun plural)
for = in defence, support, or favour of (preposition)
them-
selves = reflexive pronoun ...(plural

THE ROLES OF A CULTURAL INFORMANT

SESSION GOALS:

1. To equip the participant with skills for introducing trainees to a new culture.
2. To make participants identify their roles as cultural informants and what commitment is implied therein.

PROCEDURE:

1. The facilitator asks the particpants to define "Culture." Then gives the definition.
2. The facilitator asks participants to generate a list of what they perceive to be their roles as cultural informants. These are written on newsprint.
3. The facilitator then shares additional roles of a cultural informant with the groups.
4. Questions and Answers.

THE USE OF VISUAL AIDS

SESSION GOALS

1. To equip participants with skills to make visual aids which can help to communicate the desired meaning of the items being presented.

2. To identify talented persons who would help to develop a permanent set of visual aids for use in PC/Botswana Language Training Programs.

PROCEDURE

1. The facilitator presents each participant with a handout being a picture which has a double meaning*. Each participant takes three minutes to examine the picture.

2. The facilitator asks participants to describe what they saw on the paper they were given.

3. The facilitator describes the picture, outlining the two faces for every one to see.

4. The facilitator presents a lesson showing an appropriate use of visual aids, and discusses the lesson with the participants.

5. Participants prepare lessons and make visual aids to illustrate their presentations. The facilitator goes around the group to help where necessary.

LESSON NOTES

i) The facilitator reviews the known vocabulary:

Asalemalegum, Malegum salam, soras, pom, sanana, pesh, patas

*Two faces in one - see attached handout.

Then introduces new vocabulary:

mangi dem	Fiodem?
mangi jendi	Loigendi?
marché	

ii) The facilitator presents the following dialogue:

KOFI:	Asalemalegum.	-	Hello/Peace be with you.
MARIE:	Malegum salam.	-	Hello.
KOFI:	Fiodem?	-	Where are you going?
MARIE:	Mangi dem Marché		I am going to the market.
KOFI:	Loijendi?	-	What are you going to buy?
MARIE:	Mangi jendi soras	-	I am going to buy an orange.
	pom	-	an apple.
	sanana	-	a pineapple.
	pesh	-	a peach.
	ak patas	-	and a potato.

The dialogue is presented in the following manner.

GLOBAL PRESENTATION

T-says all the lines of the dialogue, one after the other, without using any repetition drills; uses visual aids, minicry and indicate the speakers in the dialogue; does this three times, i.e. from first time through to the last, first line through to the last, and does the same for the third time. Students only listen and watch.

LINE BY LINE PRESENTATION

T-says the first line of the dialogue.
S-repeats the line.
T-checks students comprehension.
T-uses individual repetition unguided and choral repetition unguided.
T-repeats the process until all lines have been done.

MEMORISATION

T-says each line with mimicry and visual aid.
- students repeat the line.
T-mimes each line with visual aid.
- students give the line.
S-perform the dialogue with the help of the visual aids.

DRAMATIZATION

T-takes the picture away.
- students dramatize the dialogue on their own.

TECHNIQUE: BACKWARD BUILD-UP DRILL (Recommended time: 2 hrs.)

DESCRIPTION: This drill is used for correcting long sentences.

FORMAT: Instructor presents a model sentence (a long one) in target language.

PROCEDURE:

1. Choral repetition.
2. If students cannot say it out, instructor is to try them individually.
3. Instructor divides the sentence into meaningful words/phrases, starting from the end.
4. Instructor drills last but one word/phrase following repetition drill.
5. Instructor drills the last but one word/phrase, still using repetition drill.
6. Then the instructor combines the two repetition drills.
7. Instructor leaves the combined as they are and still taking it backward drills the next phrase, repetitive drill.
8. Instructor combines the last phrase with the previous combined repetition drill.
9. Lastly drills the entire sentence repetition drill, writes it on newsprint/board.

NOTES: *Stressing words where required should be stressed by the instructor as well as pronunciation.

*Instructor's gestures are not different from those of the repetition drill.

*Instructor writes the model sentence after drilling it.

DEMONSTRATION OF TEACHING TECHNIQUES

- Let the participant know the use and the importance of teaching techniques, more especially based on:

  a) Teaching Target Language

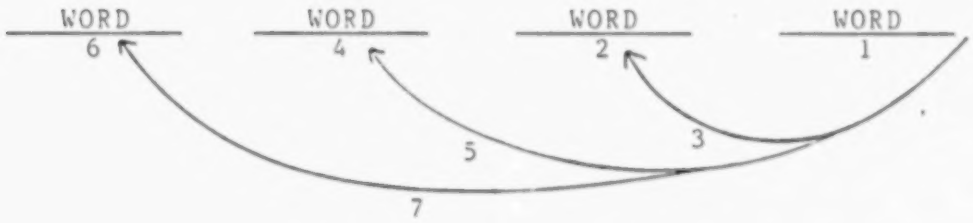
  b) Good Pronunciation

  c) Dialogues or Conversations

  d) Showing how many times and how important does the teacher talk and why.

CORRECTION TECHNIQUES

- Show how a long sentence can be divided into simpler forms:



TRANSFORMATION DRILLS

SESSION GOALS:

1. To introduce participants to transformation drills and their use in language teaching.
2. To give all participants a chance to make up their own drills and use them appropriately.

PROCEDURE:

1. The facilitator asks the participants to define a transformation drill.
   - Then gives the definition and different types of Transformation Drills.

   e.g. a) Change from one tense to another.
   b) Change from affirmative to negative.
   c) Change from active to passive.
   d) Change from statement to question.
   e) Change from long form to short form.

2. The facilitator briefs participants on how to give instructions for performing transformation drills:

   T. says: I am going to give you a model sentence.
   Then make a change in the sentence.
   Then ask you to give me my model sentence.
   I will say the sentence with the change in it.
   Then give you a sentence to change following my example.
   I will keep giving you sentences and you make the changes.

   EXAMPLE: T: Lebitso la ka ke Florina.
   Lebitso la hau u mang?
   What is my model sentence?

   S: Lebitso la ka ke Florina.

   T: Lebitso la hau u mang?

   S: Lebitso la ka ke Florina.

   T: Ke tsoa Lesotho.

   S: U tsoa kae?

   T: Ke sebetsa Peace Corps.

   S: U sebetsa kae?

   T: Ke lula Maseru.

   S: U lula kae?

   T: Haeso ke Mafeteng.

   S: Haeno ke kae?

   T: Lebitso la ka ke Florina.

   S: Lebitso la hau u mang.

3. Participants are divided into 3 groups.
   - Each group member chooses a transformation drill, and gives instructions for the other to perform.
   - Facilitator rotates among the groups helping where necessary.

4. Facilitator asks the following questions:

   a) What are transformation drills?

   b) Mention four ways of forming transformation drills.

   c) What are the instructions for performing in this type of drill?

   d) Why do we use transformation drills?

CROSS-CULTURAL INFORMATION SHARING

SESSION GOALS:

- To draw two lists of vital information a person needs when entering a new culture.
- What basic skills does a foreigner need to become fluent in a new culture.
- To discuss various ways of teaching culture.

PROCEDURE/ACTIVITIES:

- Trainer introduces goals of session
- Ask participants to help develop rationale; Why is it necessary for Cultural Informants to be highly knowledgable about their own cultural norms.
  *Make linkage to role of Cultural Informant Session
- Divide participants into 3 groups and ask them to make a prioritized list of things they would need right away when entering a new culture (15-20 minutes).
- Post the lists and give participants some time to individually go over them. Ask if all participants understand what's on the lists, if not ask the group members for clarification.
- Trainer then compaires the 3 lists for similarities and differences.
- Divide participants into the same groups and this time ask them to mark a list of the most important things they would teach a foreigner in their culture (15-20 min).
  * Compare lists and ask for clarifications for similarities and differencus.
- Ask participants how they would teach them. Discuss various ways of teaching different topics.

TRAINER'S NOTES:

- Remember to model instructions so that participants know exactly what to do at each step of the procedure.
- All 30 minutes before and after lunch to prepare for their sessions' delivery.

MATERIALS:

Magic Markers
Newsprint

CROSS-CULTURAL PRESENTATION METHODS

SESSION GOALS:

1. To expose participants to different methods of presenting Cross-Cultural topics.
2. To generate a list of Cross-Cultural topics that can be presented during PST, and get participants to prepare sessions on the topics they have suggested.

PROCEDURE:

1. The facilitator reviews roles of a cultural informant (by asking participants questions).
2. The facilitator asks participants to mention all the possible topics they think should be taught to people entering a new culture.
3. The facilitator divides participants into three groups.
   - Each group selects two topics and suggests ways those topics can be taught effectively.
   - These are written on flip charts.
4. Each group then reports back to the large group, posting their flip charts for everyone to see and critique.
5. The facilitator gives additional methods of teaching culture (also more topics, if some important ones have been omitted by participants).

EXAMPLES OF CROSS-CULTURAL PRESENTATION METHODS

- Lectures/Lecturettes
- Guest speakers
- Dramas
- Situations (present situations the trainees can figure out for themselves)
- Case studies
- Discussions (general)
- Panel Discussions
- Sortie/Scavenger Hunts (trainees are given a task to perform on their own; e.g. observe & interpret events at a traditional court, traditional wedding, market places, communal field work)
- Field Trips/Excursions

EXAMPLES OF TOPICS TO BE TAUGHT

- Food
- Customs at Weddings
  *Child Birth
  *Funerals
  *Music and Dances
  *Religious Places
- Religion and Doctoring among the Batswana
- Protocol/Working with Counterparts
- Transport Facilities
- Appropriate Dress
- Respect
- Courting and Dating
- Family Roles
- Leisure Time Activities
- Sports and Games

COMMUNITY LANGUAGE LEARNING/ROLE PLAY

DESCRIPTION

This teaching method is used primarily for students needs, with virtually no presence of the teacher. The students learn what they want to learn.

FORMAT

The teacher gives instructions in the students' native language and directs them through all the phases of the technique when they use the target language until the verification stage.

PROCEDURE/ACTIVITIES

- Teacher demonstrates the use of a tape recorder.
- Teacher asks students to choose a topic of interest to them. Alternative suggestion ... a teacher might select a topic for discussion from the syllabus.
- Teacher asks students to build a conversation around an agreed situation. Learner 1 says first sentence related to situation and the teacher translates same from students native language into the target language.

  * The learners practise the "Setswana" sentence until they feel comfortable to record it. (Teacher must remember to remind students time and again to indicate by either a gesture or phrase to say that they are ready to record. If they do not indicate the teacher should continue to say the sentence).
  * The above step should be followed for all the students until the teacher feels enough vocabulary and grammar structures have been covered for the topic.

- Teacher rewinds the cassette and plays the conversation throughout for listening purposes.
- Teacher rewinds the cassette again, this time stopping the conversation after each sentence/statement and asking learners to say their original "English" sentence or statement. The teacher writes Setswana sentences after each learner says his/her original "English" sentences. (Teacher must leave enough writing space for translations).
- Teacher asks students to look at sentences on the board/newsprint and identify by line which sentences they want to practise for pronunciation and intonation only, as the teacher writes literal translations of each word/phrase(s) giving all different meanings of a word.
- Teacher helps students practise the identified sentences.
- Teacher asks students to create their own "Setswana" sentences using words/phrases on board/newsprint. With any combination of literal translations teacher must tell students to mention the number of the line words/phrases were extracted from. (Computer Stage I).

- The teacher then asks students to write sentences using only the two lists of sentences on the board/newsprint. (Computer State II).
- The teacher corrects and writes new sentences on the board/ newsprint.
- Teacher asks students to make grammar rules based on the whole lesson.

  * He/she may answer yes/no.

- Give students some time towards the end of the lesson for discussions of grammar rules and be cautious to avoid stuctur that shall be covered during other lessons still to come.

TRAINERS' NOTES

- When students practise sentences/statements the teacher shoul be positioned behind so that they practise, develop listening skills without lip reading.
- Instructions should be repeated several times for clarity.
- Check that the mains work if you do not use batteries.

MATERIALS

Newsprint, "different coloured" magic markers, masking tape, tape recorder, cassettes, batteries or electrical cord.

PERFORMANCE SHEET

NAME: _____

DATES: _____

ACTIVITIES OBSERVED:

STRONG POINTS:

NEED TO WORK ON:

COMMENTS/SUGGESTIONS:

OBSERVER: _____

FINAL WORKSHOP EVALUATION

Please rate the following sessions using the scales provided and add comments:

1. INTRODUCTIONS

unclear 1 2 3 4 5 very clear

Because _____

_____

2. SELECTION CRITERIA

1 2 3 4 5

3. EXPECTATIONS AND NORMS

clear 1 2 3 4 5 very clear

4. PEACE CORPS TRAINING PHILOSOPHY AND GOALS

1 2 3 4 5

Because _____

_____

5. CHARACTERISTICS OF A GOOD TEACHER

1 2 3 4 5

Because _____

_____

6. ASSUMPTIONS ABOUT ADULT LEARNING

1 2 3 4 5

Because _____

_____

7. AUDIO-LINGUAL METHOD

1 2 3 4 5

Because _____

_____

8. REPETITION DRILL

1 2 3 4 5

Because _____

_____

9. QUESTION & ANSWER DRILL & REVIEW DRILLS

1 2 3 4 5

Because _____

_____

10. BEHAVIORAL OBJECTIVE

1 2 3 4 5

Because _____

_____

11. X-CULTURAL INFORMATION SHARING

1 2 3 4 5

Because _____

_____

12. PREPARATIONS FOR PARTICIPANTS EXERCISES

1 2 3 4 5

Because _____

_____

13. X-CULTURAL PRESENTATION METHODS

1 2 3 4 5

Because _____

_____

14. USE OF TEACHING AIDS

1 2 3 4 5

Because _____

_____

15. CORRECTION TECHNIQUES BACKWARD BUILD-UP DRILL

1 2 3 4 5

Because _____

_____

16. LESSON PLAN ASSIGNMENTS

1 2 3 4 5

Because _____

_____

17. GRAMMAR SYNOPSIS I

1 2 3 4 5

Because _____

_____

18. GRAMMAR SYNOPSIS II

1 2 3 4 5

Because _____

_____

19. PRACTICE TEACHING SESSIONS (DELIVERING LESSONS)

1 2 3 4 5

Because _____

_____

20. MULTIPLE SLOT SUBSTITUTION DRILL

1 2 3 4 5

Because _____

_____

21. REVIEWING OF DRILLS

1 2 3 4 5

Because _____

_____

22. SILENT WAY METHOD

1 2 3 4 5

Because _____

_____

23. LANGUAGE GAMES & PRACTICE

1 2 3 4 5

Because _____

_____

24. LESSON PLAN FORMAT

1 2 3 4 5

Because _____

_____

25. LESSON PLAN DEVELOPMENT & ASSIGNMENTS

1 2 3 4 5

Because _____

_____

26. SUBSTITUTION DRILL & REVIEW DRILLS

1 2 3 4 5

Because _____

_____

27. THE ROLE OF A CULTURAL INFORMANT

1 2 3 4 5

Because _____

_____

28. REVIEW OF WORKSHOP SESSIONS TO DATE

1 2 3 4 5

Because _____

_____

peace corps **mophato wa kagiso**

THIS IS TO CERTIFY THAT _____
PARTICIPATED IN A LANGUAGE INSTRUCTION METHODOLOGY WORKSHOP WITH U.S. PEACE CORPS FROM JUNE 3, 1985 TO JUNE 13, 1985.

INCLUDED IN THE WORKSHOP WERE THE AUDIO-LINGUAL APPROACH, PRINCIPLES ABOUT THE ADULT LEARNING THEORY, LEARNING STYLES INVENTORY, CROSS-CULTURAL INFORMATION SHARING AND TEACHING METHODS.

MZICHOE MOGOBE	FLORINA PHEKO	MATLHO MPUBULUSI
LANGUAGE COORDINATOR PC/BOTSWANA	LANGUAGE COORDINATOR PC/LESOTHO	ASSISTANT LANGUAGE COORDINATOR PC/BOTSWANA

_____
DEPUTY TRAINING DIRECTOR
PC/BOTSWANA

APPENDIX IV

MID-WORKSHOP EVALUATION

MID-WORKSHOP EVALUATION

1. List the teaching skills you have learned in this workshop.
   Repetition drill, Question and answer drill, Chain drill, Single substitution, Multiple substitution.

2. Explain how you would use the teaching skills listed in no. 1 in your lesson. *They would always be in mind in me to carry the message across without having to use haphazard methods.*

3. Has the Workshop met your expectations so far? Why?
   Yes. and it has given me more than that as I did not expect to meet systematized ways of teaching methods.

4. In what areas do you still need improvement? *All drills.*

5. What else do you need to see happen before the end of the workshop?
   Standardized ways of pronouncing words.

6. How well are you meeting the workshop expectations? Explain...
   No sure if I do meet them satisfactorily but feel I have some required qualities.

7. Evaluate facilitators' styles of presenting sessions.
   They are very educative and consistent.

8. Additional Comments..... *Wish to have more time in drills and that assessors should be accurate in their timing of lessons.*

MID-WORKSHOP EVALUATION

1. List the teaching skills you have learned in this workshop.
   (1) Explaining skill (4) Lesson planning (Micro-teaching Building))
   (2) Question and answer skill as (Presenting a dialogue)
   (3) Substitution drills (Simple slot and multiple slot)

2. Explain how you would use the teaching skills listed in no. 1 in your lesson.
   (1) For familiarising one with the vocabulary (2) For imparting knowledge in structures, so that learners can communicate with their the language being taught.
   (3) Showing students that a sentence can be used for many words, thus improving their use of sentence (4) Use it for Correcting mispronunciations etc.

3. Has the Workshop met your expectations so far? Why?
   It has fulfilled my expectations a thousand times over. Since it has shown me that it is not an easy task to teach a second language, which I thought was very simple.

4. In what areas do you still need improvement?
   As far as I am concerned, everything is satisfactory.

5. What else do you need to see happen before the end of the workshop
   As far as I am concerned, what is already here is sufficient.

6. How well are you meeting the workshop expectations? Explain...
   I personally think I am coping with the workshop since a grasp whatever I am being taught.

7. Evaluate facilitators' styles of presenting sessions.
   As far as I am concerned, each trainer is capable of his work. Above all I was impressed by the grammar presentation. better by far than in secondary schools.

8. Additional Comments.....
   (1) Trainers have the patience since to teach us - the zeal as with their work even though they have done it a thousand times over.

   (2) Need more Trainers so as to absorb more in within a short time.

   (3) Home work - Home work should be given a day in advance, in order to enable students to have ample time for preparing.

   (4) Seriousness should be maintained.

MID-WORKSHOP EVALUATION

1. List the teaching skills you have learned in this workshop.
   Repetition drill, Question and Answer drill, substitution drill, (Backward drill), Multiple substitution drill.
2. Explain how you would use the teaching skills listed in no. 1 in your lesson.
   I'd very well and clear that my learners will be able to understand what I am teaching easily
3. Has the Workshop met your expectations so far? Why?
   Yes. Because now I ~~can~~ have the feeling that I know my teaching skills and I can use them perfectly when teaching.
4. In what areas do you still need improvement?
   Punctuation marks
   Hand writing (clearify / should be leggible)
   (Objective)
5. What else do you need to see happen before the end of the workshop?
   My success; chosen as one of the teaches to work in Peace Corp's.
6. How well are you meeting the workshop expectations? Explain...
   ~~People who I was working with were cooperative and helpful~~ People who I worked with were cooperative and helpful.
7. Evaluate facilitators' styles of presenting sessions.
   They were very good indeed.
8. Additional Comments.....
   I am realy pleased to meet kinds of characters I ~~could~~ could have not meet or get used to ~~speaking~~ with them. The workshop so far has been interesting to me.

MID-WORKSHOP EVALUATION

1. List the teaching skills you have learned in this workshop.
   Repetition drill Expansion drill
   Q&A drill
   Multiple & substitution drill
2. Explain how you would use the teaching skills listed in no. 1 in your lesson. The skills mentioned above will be used depending on the availability of time Kind & amount of simatter & THE number of Learners.
3. Has the Workshop met your expectations so far? Why?
   YES! Every participant was active, creative and helpful to others. Training staff was very effecient
4. In what areas do you still need improvement?
   Presentation of lessons. ie Time governin
5. What else do you need to see happen before the end of the worksho
   People working hand in hand to help each other to the last point
6. How well are you meeting the workshop expectations? Explain...
   Not that bad, only that I sometimes come late but did not miss much of the staff taught during the first lessons
7. Evaluate facilitators' styles of presenting sessions.
   They are good
8. Additional Comments.....
   Trainers shoul keep direction. ~~Don't~~ should not hindered by unnecessary thing. e.g. irrelevent argument.

MID-WORKSHOP EVALUATION

1. List the teaching skills you have learned in this workshop.

2. Explain how you would use the teaching skills listed in no. 1 in your lesson.

3. Has the Workshop met your expectations so far? Why?

4. In what areas do you still need improvement?

5. What else do you need to see happen before the end of the workshop?

6. How well are you meeting the workshop expectations? Explain...

7. Evaluate facilitators' styles of presenting sessions.

8. Additional Comments.....

MID-WORKSHOP EVALUATION

1. List the teaching skills you have learned in this workshop.
   Repetition drill, Correction techniques
   Question & answer drill, how to prepare a lesson plan
   Substitution drill
   Multiple substitution drill
2. Explain how you would use the teaching skills listed in no. 1 in your lesson. lesson plan - In planning a lesson
   Rep drill - Teaching words or sentences.
   Q & A drill - Teaching a dialogue.
   Sub drill - Teaching s'thing which needs to be substitu
   correction technique - correcting a student making a mistake
3. Has the Workshop met your expectations so far? Why?
   Yes, Because I really didn't know how to teach an English person without using English. So I expected to be taught the techniques used.
4. In what areas do you still need improvement?
   Preserving a lesson ~~with~~ involving more than two different drills.
   Black board management.
5. What else do you need to see happen before the end of the workshop?
   I need to see or to be taught a technique in convincing the learners ~~on~~ about the differences bet Setswana ~~and~~ grammar & theirs
6. How well are you meeting the workshop expectations? Explain...
   I am meeting the expectations well. because I c now be able to teach a foreigner setswana without using a word from their language.
7. Evaluate facilitators' styles of presenting sessions.
   The facilitators are good, coz they don't get ang with us when making mistakes.
   Also they should stop smoking ~~in~~ in class as it disturbs some of us.
8. Additional Comments.....
   I think also the students help the facilit because because they are fast learners.

MID-WORKSHOP EVALUATION

1. List the teaching skills you have learned in this workshop.
A) Different drills of introducing words. Four particular i) repetition ii) substitution iii) single sl. iv) multiple
B) How to prepare a lesson.
C) Some cultural norms.

2. Explain how you would use the teaching skills listed in no. 1 in your lesson.
The drills will help me present the lesson & help the students get the words & meaning more easily. Preparing a lesson properly will make me handle the lesson more effectively & find out if it was a success.

3. Has the Workshop met your expectations so far? Why?
Yes. I am now able to present a lesson more effectively by employing the skills learnt. It has also enabled me to know that work closely & co-operate with others makes things more easier. Made new friend

4. In what areas do you still need improvement?
I need to work out on meeting my objective with a specified time of the lesson.

5. What else do you need to see happen before the end of the workshop?
The use of different teaching aids - especially for abstract words.

6. How well are you meeting the workshop expectations? Explain...
I think I am exposing myself to absorbing the good advices from the trainers - After the day I go over those things that I feel I am lacking and I participate daily but not monopolising activities.

7. Evaluate facilitators' styles of presenting sessions.
The styles of presenting sessions are good in the sense that they are within ~~the~~ my expectations of what to get out of the workshop.

8. Additional Comments.....

a) Please tip the trainees more on how to disciple uncooperating students or even those who have a seem to have lost interest in the lesson.
b) Disciple of trainees in as far as pulling chairs is concerned.

MID-WORKSHOP EVALUATION

1. List the teaching skills you have learned in this workshop.
   Repetition Drill, Question and Answer drill, Substitution drill, multiple Slot Substi-tution drill, Correction technique a backward build up drill.

2. Explain how you would use the teaching skills listed in no. 1 in your lesson.
   I can use them in different steps and doing demostrations.

3. Has the Workshop met your expectations so far? Why?
   I think it has because, I at least know some of the teaching methods and some ways of being a cultural informa

4. In what areas do you still need improvement?
   In discussions, demonstrations of words and with the backward build up drill and in the grammar.

5. What else do you need to see happen before the end of the workshop?
   I would like to have more practice in writing a lesson plan and learn more about Setswana Grammar and Practice some of the drills.

6. How well are you meeting the workshop expectations? Explain...
   I think I am half way because they are some things I would have to work on most as those mentioned above.

7. Evaluate facilitators' styles of presenting sessions.
   You are well equiped ~~except that~~

8. Additional Comments.....
   The workshop has been good and I really enjoyed it. Keep it up.

MID-WORKSHOP EVALUATION

1. List the teaching skills you have learned in this workshop.
   i) REPETITION DRILL, ii) QUESTION & ANSWER DRILL,
   iii) SUBSTITUTION DRILL, iv) MULTIPLE SUBSTITUTION DRILL
   v) CORRECTION TECHNIQUE.
2. Explain how you would use the teaching skills listed in no. 1 in your lesson.
   i) TO PRESENT WORDS & PHRASES. v) TO CORRECT MISTAKES.
   ii) TO PRESENT DIALOGUES
   iii) TO SUBSTITUTE WORDS WHICH CAN BE USED AS OTHERS IN THE END OF THE PHRASE iv) SUBSTITUTE AT THE BEGINNING & END OF PHRASE.
3. Has the Workshop met your expectations so far? Why? YES
   I WAS LOOKING FORWARD TO LEARNING TECHNIQUES OF FOREIGN LANGUAGE INSTRUCTING, & SEE ALL COOPERATING & LEARN OTHER PEOPLE'S IDEAS about CROSS culture
4. In what areas do you still need improvement?
   USING OF HER GESTURES TO BE CLEAR
   TO WRITE IN THE CORRECT ORDER.
5. What else do you need to see happen before the end of the workshop?
   I WANT TO SEE FLORINAH SINGING
   A RE ETSENG SE.
6. How well are you meeting the workshop expectations? Explain...
   I'M FLEXIBLE, HAVING FUN, COOPERATING.
   FAIRLY WELL
7. Evaluate facilitators' styles of presenting sessions.
   THEM ARE DOING A GOOD JOB A.
   BEING HELPFUL & TO EVERYBODY.
8. Additional Comments.....

MID-WORKSHOP EVALUATION

1. List the teaching skills you have learned in this workshop.
   (i) Repetition drill (ii) Substitution drill
   (iii) Question and answer (iv) Multiple slot drill

2. Explain how you would use the teaching skills listed in no. 1 in your lesson.
   (i) when teaching single words (iii) when teaching a short phrase but sometimes at least one word for practice a list of words.
   (ii) when teaching short phrases (iv) when teaching several phrases at the same time.

3. Has the Workshop met your expectations so far? Why?
   Yes, the workshop has met my expectations up to this point.

4. In what areas do you still need improvement?
   Improvement is needed more in Question & answer and Multiple slot d

5. What else do you need to see happen before the end of the workshop?
   Since most of us seem to be very confused about drills, I think the instructors should make us do those drills in which we do not perform well so that we gain more practice before the final testing.

6. How well are you meeting the workshop expectations? Explain...
   I participate fully in many exercises. I also try by all means to contribute certain things I know especially during groups discussi

7. Evaluate facilitators' styles of presenting sessions.
   The facilitators' styles of presenting are very good. I find the very clear. The facilitators also tried very hard to explain certain things in different areas where most of us were confused.

8. Additional Comments.....
   I think it would be a good thing to practice the most confusing drill ie. multiple slot before the formal testing.

MID-WORKSHOP EVALUATION

1. List the teaching skills you have learned in this workshop.
   REPETITION DRILL, ~~SINGLE~~ SINGLE SUBSTITUTION DRILLS
   MULTIPLE SLOT DRILL,
   QUESTION AND ANSWER DRILL, SILENT METHOD DRILL.
2. Explain how you would use the teaching skills listed in no. 1 in your lesson. I WOULD USE ONE OF THEM FOR VOCABULARY INTRODUCTION. TWO OF THEM WOULD BE USED FOR SUBSTITUTING NAMES OF VARIOUS THINGS, VERBS IN A SENTENCE. ONE OF THEM IS USED TO TEACH A DIALOGUE AND THE LAST ONE IS TEACHING
3. Has the Workshop met your expectations so far? Why? BUT STUDENTS TALK! TO SOME EXTENT BECAUSE I HAVE DEVELOPED SOME NE TECHNIQUES IN THE FIELD OF LANGUAGE INSTRUCTOR.
4. In what areas do you still need improvement?
   SINGLE SUBSTITUTION DRILL AND PACE.
5. What else do you need to see happen before the end of the workshop?
   FAIR EVALUATION AND THE SAME BEHAVIOR MAINTAINE THROUGHOUT THE SESSION AND A PARTY "OF COURSE".
6. How well are you meeting the workshop expectations? Explain...
   AT LEAST I HAVE TRIED TO ~~MEET~~ MEET THE ~~OUTLINED~~ OUTLAID REQUIREMENTS AND MOST IMPORTANTLY THE FEEDBAC "NOT VERY SURE"
7. Evaluate facilitators' styles of presenting sessions.
   EXELLENT!!! I WISH THEY COUND KEEP IT UP.
8. Additional Comments.....

Peace Co. seems to be nice to work with because you are always smiling. I'm sure if were forced to keep quit quet in class you could laugh your lungs out with those jokes. THANKS.

KEEP IT UP.

MID-WORKSHOP EVALUATION

1. List the teaching skills you have learned in this workshop.
(a) Repetition drill (b) question and answer drill (c) Multiple slot substitution drill (d) substitution drill (e) correction techniques

2. Explain how you would use the teaching skills listed in no. 1 in your lesson.
(a) With presenting vocab. (b) When presenting a dialogue (c) When presenting a phrase or a sentence whose starting and ending words can be substituted similarly one slot is substituted and it is usually at the end of phrase or sentence. (d) When correcting students.

3. Has the Workshop met your expectations so far? Why?
It has. There's cooperation and patience amongst the trainees and eargerness to help where necessary.

4. In what areas do you still need improvement?
Using clear demonstrations.

5. What else do you need to see happen before the end of the workshop?
Some more remarks from the staff, because so far they are only interested in our mistakes as a result this gives us an air of despair as we get the impression that we can do nothing good.

6. How well are you meeting the workshop expectations? Explain...
Fairly well. I accept and give feedback as near as possible to what is expected of me, because its impossible to make it 100%

7. Evaluate facilitators' styles of presenting sessions.
They admit that they are not infallible which is a good attitude in that it minimizes chances of them leading us astray.

8. Additional Comments..... None

MID-WORKSHOP EVALUATION

1. List the teaching skills you have learned in this workshop.
   Audio-lingual Method; Repetition Drill, Question Answer, Substitution Drill, Multiple Slot Substitution, Role Play, Silent way Method.
2. Explain how you would use the teaching skills listed in no. 1 in your lesson.
   For Repetition Drill I would make the lesson easier for Students. For Question & Answer Drill I would teach Learners how to answer before asking a question. For Substitution and Multiple Slot Sub. I would teach students that they substitute the words for another in a sentence. In Silent Way Method much of the talking is done by the learners. Role Play is to check the learners to be careful enough in doing something.
3. Has the Workshop met your expectations so far? Why?
   Yes because I now have confidence in the above-mentioned ways of teaching.
4. In what areas do you still need improvement?
   I have to be alert not to mix the steps especially on Substitution Drill. I also have to make improvement on blackboard organisation.
5. What else do you need to see happen before the end of the workshop?
   I would like to see some people who are timid to have improved.
6. How well are you meeting the workshop expectations? Explain...
   I now have confidence in myself; I am no longer timid. I can stand and talk with a bold voice infront of many people.
7. Evaluate facilitators' styles of presenting sessions.
   To me they were good and clear.
8. Additional Comments.....
   It was an exciting workshop. It deteve developed my character from timidness to have confidence when standing in front of people

MID-WORKSHOP EVALUATION

1. List the teaching skills you have learned in this workshop.
   Repetition skill, Questioning techniques - Silence, Probing techniques, use of visual aids, Black board use, Multiple skills, Reinforcement
2. Explain how you would use the teaching skills listed in no. 1 above in your lesson. Able to use them during the actual presentation of the material. I would do each. eg use reinforcement skill for praise, use questioning techniques to elicit answers etc.
3. Has the Workshop met your expectations so far? Why?
   I think personally it has because I am able to implement what I have learnt.
4. In what areas do you still need improvement?
   In Q & A skills and the use of visual aids.
5. What else do you need to see happen before the end of the workshop
   A quick review of the various skills we have been taught.
6. How well are you meeting the workshop expectations? Explain...
   I think to be able to evaluate well I say about 80% well. At the first sight I was ignorant of what was happening but now there is a difference
7. Evaluate facilitators' styles of presenting sessions.
   Well I will give them about 95% which is somehow good although they seemed to be probing here and there with the explanations.
8. Additional Comments.....

-- Students should be allowed to comment about their presentation after that session so as to clearify their doubts.

MID-WORKSHOP EVALUATION

1. List the teaching skills you have learned in this workshop.
   1. Drills (a) Rep, (b) Q/A (c) Sub (d) Mimicry Memory sub (e) Backward
   2. Role plays
   3. Silent method 4. Correction techniques 5. Teaching aids
2. Explain how you would use the teaching skills listed in no. 1 in your lesson.
   I would follow the steps outlined in each method where need arises, except for the drills which are essential for presentation of new words, phrases or sentences.
3. Has the Workshop met your expectations so far? Why?
   Yes. Because when I started I really couldn't ~~believe~~ believe that you can teach a word without translating it in ~~the~~ a language the learner knows. But I discovered told you could.
4. In what areas do you still need improvement?
   In the "backward drill" and a little in the Q/A
   In making teaching aids
5. What else do you need to see happen before the end of the workshop?
   Being taught more about teaching aids and correction techniques esp those of pronunciation
6. How well are you meeting the workshop expectations? Explain...
   I think ~~moderately~~ moderately well. I have caught the methods reasonably well and I do participate if given a chance.
7. Evaluate facilitators' styles of presenting sessions.
   I think they are quite good except for the Sub. Drill and correction techniques.
8. Additional Comments.....

I think the scramble for participation should be limited. Shyer and more plaid people shun ~~from~~ jumping for participation. Otherwise fellow participants and the instructors (trainers were quite good, jovial and friendly.

MID-WORKSHOP EVALUATION

1. List the teaching skills you have learned in this workshop.
   Drills - repetition - silent way method
   - question and answer - correction techniques.
   - substitution
   - multiple substitution drill
2. Explain how you would use the teaching skills listed in no. 1 in your lesson. The above skills would be used in drilling the subject matter through guidance from the teacher. The correction techniques would be used to help those who go wrong
3. Has the Workshop met your expectations so far? Why?
   Yes the workshop has more than met my expectations because I did'nt know that teaching involves so many techniques
4. In what areas do you still need improvement?
   I still need to cut down my speed as per the supervisors advice.
5. What else do you need to see happen before the end of the workshop?
   The same spirit should continue and probably more surprising things from the supervisors to make the rest of the days super.
6. How well are you meeting the workshop expectations? Explain...
   I think I am ok. Since I have managed to alleviate the errors which were observed by the supervisors.
7. Evaluate facilitators' styles of presenting sessions.
   They have been superb according to my observations, may be not because I have not seen any before but all the same they met their objectives

MID-WORKSHOP EVALUATION

1. List the teaching skills you have learned in this workshop.

   Teaching Techniques
   Rep. skills Q & A. skills Single & multiple substitution

2. Explain how you would use the teaching skills listed in no. 1 in your lesson.

   I will use each one according to the type of topic I have for that particular lesson.

3. Has the Workshop met your expectations so far? Why?

   Yes. because I expected to be taught how to teach and handle ~~Elderly~~ learning adults. using the skills above.

4. In what areas do you still need improvement?

   black board organisation, Attendance of One student before going to the next step of Student)(16 lessons)

5. What else do you need to see happen before the end of the workshop?

   More Method on how to use T. Aids

6. How well are you meeting the workshop expectations? Explain...

   Not bad Nor Good, because Sometimes I fail to the extent I have been taught due to ~~Learners~~ Nervousness and other things while I Cannot ~~See~~ Gauge myself in

7. Evaluate facilitators' styles of presenting sessions.

   The styles were quite good and easy to understand

8. Additional Comments.....

   The Workshop was ~~Challenge~~ Challenging "so"

   "KEEP IT UP"

APPENDIX

RECOMMENDED CURRICULUM FOR LANGUAGE PROGRAM

	WEEK ONE	WEEK TWO	WEEK THREE	WEEK FOUR	WEEK FIVE	WEEK SIX
DAY ONE	GREETINGS Formal greetings (Singular) Formal greetings (Plural)	REVIEW OF LOCATIVES NOUN CLASSES - prefixes - markers: subject object adjective possessive - pronouns	REVIEW OF FAMILY RELATIONS - in conversation form	REVIEW MODES OF TRANSPORT & DIRECTIONS - shopping - clothes - colours - sizes (large, medium, small) - texture - local currency	CONVERSATION AT THE POST OFFICE - buying stamps - sending a telegram - sending packages - picking up packages	REVIEW TENSES
DAY TWO	GREETINGS Informal greetings (Singular) Informal greetings (Plural)	NOUN CLASSES CONTINUED (Home country) My home is ...../ I come from	FOODSTUFFS & KITCHEN UTENSILS/EQUIPMENT - cooking methods & vocabulary	ORDERING A MEAL - using vocab. learnt previously (set up a restaurant)	CONVERSATION AT THE BANK - deposits - withdrawls - foreign exchanges - traveller's cheques, etc.	GENERAL REVIEW LESSONS INCLUD - greetings - introductions - locatives - time concepts
DAY THREE	INTRODUCTIONS My name is ... What is your name? What is her/his name? What are their names?	LANGUAGE/ NATIONALITY I come from Lesotho I am a Mosotho I speak Sesotho	CONVERSATION ON TRADITIONAL FEAST BIRTHDAY PARTY I am going to so & so's party feast. At such & such a time We are going to eat ..	VERB TENSES - present - past - future (simple forms)	JOB SPECIFIC VOCABULARY (Sector Specific) - Agric/Hot - Drought Relief - Renewable Tech.	GENERAL REVIEW LESSONS INCLUD: - family relati - foodstuffs/k utensils/equi - conversation shopping, pos
DAY FOUR	INTRODUCTIONS (Last name - Sefane) My last name is .. What is your last name?	REVIEW - home country - language - nationality (in conversation form)	MODES OF TRANSPORT - animals (horses, mules) - vehicles - aircraft	JOB DESCRIPTIONS I am a farmer, I grow .... He is a rancher, he raises/breeds ..... She is a teacher, she teaches .... has .... students.	LAUNDERING - places to do laundry - detergents used for delicate fabrics/ for tougher ones - drying & pressing	GENERAL REVIEW LESSONS INCLUD: - banking - job descripti - home country - transport - health
DAY FIVE	REVIEW INTRODUCTIONS LOCATIVES Where do you come from? I come from	TIME CONCEPT - numbers & counting - hours (the time is ....) - times of the day: morning, midday, afternoon, evening, night midnight, etc. - days of the week - months of the year - seasons	MODE OF TRANSPORT CONTINUED I am going to Lobatse by bus, it costs P3.00	CONVERSATION AT THE DOCTOR'S SURGERY What ails you? I have a headache stomachache Take .... 3 times a day. Eat ... drink ...	CONVERSATION ON LAUNDERING (The weather) - rainy, cloudy - hot, warm, cool, cold	GUIDED STUDY IN PREPARATION FOR TESTS Students compare original dialog perform in clas teachers help t correct the dia when necessary.
DAY SIX	LOCATIVES I come from the post office bank shop church cinema café school I come from Gaborone, Lobatse, etc.	REVIEW TIME CONCEPT FAMILY RELATIONS - family tree - marital status - cousins in the African sense	ASKING & GIVING DIRECTIONS North, South, West East - how do I get to ... - where is PCMO's house situated? - which is the road to Bodiba?	TELEPHONE CONVERSATION - I would like to call ... - what is the tel. number? - wait a moment, I'll put you through. MOCK FSI TEST	REVIEW NOUN CLASSES USING VOCABULARY ACQUIRED TO DATE	